

Target Vocabulary Assessment –Spanish (TVA-SP)

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Project Title:

Fostering the socio-emotional adjustment of Hispanic English Language Learners: A comparison of the effects of the universal pre-kindergarten and Head Start programs in Oklahoma

Mentor :

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Project Funding Years:

2007-2009

University Affiliation:

Georgetown University

Project Abstract:

Georgetown University will compare the effects of the Community Action Project Head Start program to those of the Tulsa Public Schools universal pre-K (UPK) program in Tulsa, Oklahoma on low-income Hispanic English Language Learner (ELL) children's socio-emotional adjustment at school entry. The study will also examine program effects on low-income English-speaking Black and White children. In addition, researchers will seek to identify factors (aspects of the classroom and teacher characteristics) in Head Start and UPK that predict low-income children's social competence. Teachers assessed children's socio-emotional adjustment in the fall of the kindergarten year using the Adjustment Scales for Preschool Intervention and the Self-Regulation subscale of the Instrumental Competence Scale for Young Children. Classroom quality and instructional time allocation in Head Start and UPK were measured using the Classroom Assessment Scoring System and the Child Engagement section of the Emerging Academics Snapshot. Information on teacher characteristics was collected via a teacher questionnaire, the Ideas about Raising Children survey, and teachers' undergraduate transcripts. Results of the study are expected to expand the research base on the effects of early childhood education programs on low-income children's social development and inform policy debates about the types of programs and aspects of the classroom that best prepare Hispanic and ELL children for school.

Sample:

Head Start (28 4-year-old classrooms)

Hispanic ELL children: 166 kindergarten children who attended Head Start the previous year (treatment group) and matched sample of kindergarten children who did not attend Head Start (control group)

English-speaking Black children: 239 kindergarten children who attended Head Start the previous year (treatment group) and matched sample of kindergarten children who did not attend Head Start (control group)

English-speaking White children: 50 kindergarten children who attended Head Start the previous year (treatment group) and matched sample of kindergarten children who did not attend Head Start (control group)

UPK (78 4-year-old classrooms)

Hispanic ELL children: 115 kindergarten children who attended UPK the previous year (treatment group) and matched sample of kindergarten children who did not attend UPK (control group)

English-speaking Black children: 237 kindergarten children who attended UPK the previous year (treatment group) and matched sample of kindergarten children who did not attend UPK (control group)

English-speaking White children: 155 kindergarten children who attended UPK the previous year (treatment group) and matched sample of kindergarten children who did not attend UPK (control group)

Measures:

Children

Adjustment Scales for Preschool Intervention (ASPI)

Self-Regulation subscale of the Instrumental Competence Scale for Young Children

Parents

Demographic questionnaire

Teachers

Teacher questionnaire

Ideas about Raising Children survey

Undergraduate transcripts

Classrooms

Classroom Assessment Scoring System (CLASS)

Child Engagement section of the Emerging Academics Snapshot